



Community Schools Community of Practice: Special Populations

April 15, 2019



Agenda

- Welcome & Introductions
- Community Schools Overview
- Child and Family Services Agency, Office of Well Being
 - Children in the foster care system
- Office of the State Superintendent of Education, McKinney-Vento Homeless Education Program
 - Children Affected by Homelessness
- Office of the State Superintendent of Education, Special Programs Unit
 - Military Connected Children
- CoP Session Schedule



Community Schools Overview

What is a Community School?

[Community Schools Animation Video](#)





COMMUNITY SCHOOL

- A **public and private community partnership**
- Coordinates educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school

Objectives:

- Improve academic achievement
- Reduce absenteeism
- Building stronger relationships between students, parents, and communities
- Improve the skills, capacity, and well-being of the surrounding community residents



Community Schools Overview: Theory of Action

If schools work in partnership with parents and community members to help build resources and support for students and their families...



Increased academic success for District students is possible!



Community Schools Overview: Results Framework

Given the theory of action, the following are results of a successful community school implementation:

- Children are ready to enter school;
- Students succeed academically;
- Students are actively involved in learning in their community;
- Students are healthy: physically, socially, and emotionally;
- Students live and learn in stable and supportive environments;
- Families are actively involved in children's education; and
- Communities are desirable places to live.



Supports and Services include:

- Academic- enrichment activities
- Adult education
- Child-care services
- College, Career & Citizenship
- Community Engagement
- Early childhood development and education
- Family engagement services
- Family Engagement
- Medical and dental care
- Mental health promotion and treatment services
- Parent leadership programs
- Nutrition services
- Truancy prevention programs
- Youth development programs and services



Community Schools Overview: National Perspective

Nationally, community schools have proven to be successful in:

- **Reducing** absenteeism
- **Improving** health and wellbeing of students and their families, and
- **Increasing** the rates of high school graduation and college attendance.



Children in the Foster Care System



Children Affected by Homelessness



Objectives

- Discuss federal guidelines regarding homeless children and youth and their educational rights
- Test your knowledge with some True/False questions
- Identify McKinney-Vento resources



The Face of Homelessness

“Homeless people often don’t fit the stereotypes.

However, the segment of the homeless population that is most rapidly increasing *does* conform to many of society’s most offensive and simplistic conceptions about homelessness.

These homeless people *do* drink a lot, but it’s mostly milk and juice. They *do* exhibit strange behavior, but it is conduct most of us know as the ‘terrible twos.’”

From: *Bridging the Gap: Early Care and Education for Massachusetts Young Homeless Children*



McKinney-Vento Homeless Assistance Act

Defines homeless children and youth as:

- Children and youth who lack a fixed, regular and adequate nighttime residence;
- Children and youth:
 - sharing the housing of others due to loss of housing, economic hardship, or similar reason
 - living in temporary housing such as motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations
 - living in emergency or transitional shelters
 - abandoned in hospitals
 - living in a public or private place not designed for humans to live such as cars, parks, abandoned buildings, bus or train stations, etc.;
- Migratory children living in above circumstances;
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above; and
- Undocumented children and youth in the care of a federally appointed sponsor.



McKinney-Vento Homeless Assistance Act

- **Eliminate Educational Barriers** – MKV includes a broad ongoing requirement for SEAs and LEAs to review policies that may act as barriers for school enrollment and participation in daily activities.
 - **Potential Barriers include but not limited to:**
 - Enrollment requirements (lack of access to school records, immunizations, proof of residence, guardianship, and parental tax information)
 - High mobility resulting in lack of school stability and educational continuity
 - Lack of access to programs
 - Lack of transportation
 - Lack of school supplies, clothing, etc.
 - Poor health, fatigue, hunger
 - Prejudice and misunderstanding



True or False?

- Approximately 25% of homeless children living in shelters are under the age of 5
- Approximately 45% of homeless preschoolers have at least one major developmental delay
- The fastest growing segment of the homeless population is single adult women
- Building relationships is the best practice a school can develop when supporting students who are experiencing homelessness





True or False?

- Before enrolling and placing a student who is homeless in classes, it is best to gather all the records you can to ensure correct classroom placement, thus having them start school once you have all the information.
- Many public school districts have someone in charge of school services for students experiencing homelessness
- All unaccompanied youth are considered homeless
- When supporting the needs of a student experiencing homelessness, schools must eliminate any educational barrier that exists or arises
- McKinney-Vento is a **state law** that gives rights to students experiencing homelessness in schools



Why Is McKinney–Vento Important?

Research on School Mobility:

- Students who switch schools suffer:
 - Psychologically
 - Socially
 - Academically (More likely to repeat grades, will have lower math/reading scores.)
- Mobility hurts non-mobile students as well
- You will hear: On average, 4-6 months to recover academic progress each time a student changes schools.

Source: Expert panel report submitted in B.H. v. McDonald by Dr. Joy Rogers, Loyola University, 1991.



How Can LEAs Help Homeless Students?

Stabilize the Child's Basic Needs

- Physical Needs
- Emotional Needs
- Social Needs

Build Relationships

- School-wide
- Classroom
- Recess
- Family

Provide check-in's

- Two days
- Two weeks
- One month



Things To Think About

- Food Insecurity
- Juvenile Delinquency
- Mental health including attachment may be affected
- Exposure to violence
- Educational delays or missing pieces
- Attendance and tardiness
- Fatigue
- Anxiety about safety (their own and their family)



Maslow's School Hierarchy of Needs

- Where and how do schools, classrooms, programs, tutoring, fit in?
- What do our students need?
- What can LEA/schools do to help meet these needs?
- How do we help students feel welcome, wanted and safe in our schools?

Maslow's Hierarchy of School Needs

Self-Actualization

Student Is Available to Learn

Esteem

Positive Classroom Culture Present
(positive feedback, time for reflection,
encouragement to take risks)

Belonging

Forming Relationships
(advisory, adult role models, friendship
groups, peer relationships)

Safety

Emotional and Physical Safety
(clear school/class routines, access
to counselors/nurse, ok to take risks)

Physiological

Basic Needs Are Met
(eats breakfast, has clean clothing,
safe place to go home, able to sleep)



Homeless Liaison Resources

- OSSE's Homeless Education Program
<https://osse.dc.gov/service/homeless-education-program>
 - Resources available on HEP website:
 - Dispute Resolution Guidelines and Appeals Process
 - DC Homeless Liaison Contact List
 - Homeless Education Program Fact Sheet
 - Homeless Student Statistics & Reports
 - McKinney-Vento Non-Regulatory Guidance
- LEGISLATION: <http://www.ed.gov/programs/homeless/legislation.html>
- GUIDANCE: Every Student Succeeds Act
<https://www2.ed.gov/policy/elsec/leg/essa/index.html>
 - Education for Homeless Children and Youth
<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidanceupdated082718.docx> (Updated August 2018)



OSSE Homeless Education Program Contacts

For information or to receive assistance, please contact:

OSSE's Homeless Education Program

For assistance with enrollment, transportation, trainings and community outreach, please contact:

Mr. Tasheen Stallings, Homeless Education Program Analyst

Tasheen.Stallings@dc.gov or (202) 478-5927

For assistance with McKinney-Vento grant funding and compliance, please contact:

Ms. Danielle Rollins, Homeless Education Program Analyst

Danielle.Rollins@dc.gov or (202) 741-0255

For guidance regarding McKinney-Vento Federal guidelines and policies, please contact:

Ms. Nicole Lee-Mwandha, Homeless Education State Coordinator

Nicole.Lee-Mwandha@dc.gov or (202) 654-6123



Interstate Compact on Educational Opportunity
for Military Children – Local Perspective



Local Perspective

- Overview of DC Compact
- Key roles (DC key POCs)
- Key requirements for schools as it pertains to DC
 - Applicability (who is covered & who is not)
 - Special Education
 - Enrollment
 - Military Student identifier
 - Placement & attendance
 - Eligibility
 - Graduation
 - State coordination
 - DC Interstate Commission



Overview of DC Compact

- On **Feb. 12, 2013**, DC adopted the Compact which was signed by the Mayor.
- In **March 2013**, DC Compact was published in the Congressional Register.
- In **July 2013**, DC Compact became law.
 - The language of the Compact was modified to fit the unique situation of the District of Columbia.
- Dues are paid by the Office of the State Superintendent of Education (OSSE).
- The State Council meets at least three times a year, at the request of the chairperson.



Overview of DC Compact

The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- (1) Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of educational records from the previous school district or variations in entrance or age requirements;
- (2) Facilitating the student-placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing , grading, course content, or assessment;
- (3) Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities;
- (4) Facilitating the on-time graduation of children of military families;



Overview of DC Compact

- (5) Providing the promulgation and enforcement of administrative rules implementing the provisions of the Interstate Compact on Educational Opportunity for Military Children;
- (6) Providing the uniform collection and sharing of information between and among member states, schools, and military families;
- (7) Promoting coordination between the Interstate Compact on Educational Opportunity for Military Children and other compacts affecting military children; and
- (8) Promoting flexibility and cooperation between the educational system, parents, and students to achieve educational success for students.



DC Compact State Interstate Council

- District of Columbia Official Code 49-1101
- Appointing Authority: Mayor
- The State Council is composed of seven members.
- The State Council provides the coordination among its agencies of government, local education agencies, and military installations concerning the state's participation in, and compliance with, the compact.
- The mayor designates a chairman of the State Council from among its members.
- Current State Commissioner: Taneka Miller



DC Compact State Council Members

DC Compact State Council Members:

- Chairman of the Council, or designee
- Mayor, or designee
- State Superintendent of Education
- A representative from a District military installation appointed by the U.S. Department of Defense (usually JBAB Commander)
- The chancellor, or designee
- A public charter school leader designated by the chairman of the Public Charter School Board
- A parent representative appointed by mayor



Applicability (Who is covered?)

- The DC compact applies to children of:
 - Activity duty member of the uniformed services;
 - Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - Members of the uniformed services who have died on activity duty or as a result of injuries sustained on active duty for a period of one year after death.



Enrollment

All DC residents have a right to attend their in-boundary schools based on address regardless of when they move to the District. If those are not desired, then the lottery, through My School DC, is the means of entry. Information about My School DC can be found [here](#).

- DCPS has a student placement office that assists military families if they move after the lottery deadline or do not get the desired results in the lottery.
- No charter schools offer a military preference currently.

Proof of Residence

- Military families not living on a military installation: Military families must provide proof of residency in the District or pay tuition as an out-of-state student.
- Military families living on a military installation: Military families may use their current official military housing orders to establish proof of residency. They must show their child/ren's name, the name of the caregiver enrolling the student, and the address.



Enrollment- DCPS ONLY

- **DCPS Chancellor’s Military Directive (only applies to DC Public Schools—not Charter Schools or Private Schools)**
 - Establishes the authority and requirements for the enrollment and placement of students in out-of-boundary DC Public Schools (space available) who have active duty military parents AND who reside on military bases in DC.
 - Placement considerations include the availability of honors, IB, or AP courses, vocational courses, gifted/talented courses, IEP requirements, and English as a Second Language programs.
 - The DCPS Student Placement Team will work with the parent/guardian to enroll the eligible student in an out-of-boundary school, based on the Compact and which school is best suited to meet the child’s needs.
- **ELIGIBILITY:** Students eligible to enroll in grades K-12 residing with active duty parent(s)/guardian(s) within the grounds of Joint Base Anacostia-Bolling, Fort McNair, and the Marine Barracks. (PK student placement is not covered under the Directive)
- The Directive does not infringe on the rights of students to attend their neighborhood schools.



Enrollment- DC Public Charter Schools

The Compact does not cover ***enrollment*** of children of active duty military within DC Public Charter Schools, but does cover ***placement*** in similar courses once the child is selected and enrolled through the My School DC common lottery process.



- DC LEAs are expected to:
 - Provide a free appropriate public education (FAPE) and comparable services to a student as soon as possible after enrollment. Comparable services should be based on the student's current IEP and in compliance with IDEA.
 - Request the student records from their previous LEA within five business days of enrollment. This includes any existing IEP's, supporting evaluation documents, and any other records pertaining to the provision of special education or related services to the student.
 - Determine if it is appropriate to conduct an evaluation of the student.
 - Complete evaluation of your child, if deemed necessary.
 - Finalize and implement a new IEP.

More information on this topic can be found [HERE](#).



Military Student Identifier

The Every Student Succeeds Act (ESSA) (Sec. 1111) requires the creation of **military student identifiers** for military dependents. The identifier is not intended to be used to identify students who are military dependents, but to compare academic performance between this group and other special populations. The required timeline for this implementation was 2017-18 school year.

- A military student identifier is used to identify military connected students, or students with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where “armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).
- LEAs (public and public charter schools) must collect the data for their school(s).
 - In DC, each LEA can determine how to collect the information.
 - Since 2017-18 SY, OSSE has collected the information from DC LEAs. DC LEAs send the information to OSSE daily via their respective student information system feed.
 - DC LEAs are required to validate the data in QLIK once a year (usually in September).
 - Once certified, information gathered is used to inform the school’s report card.

For more information on DC School Report card, please visit [OSSE’s website](#).



Accommodations for Children of Military Families

- Upon adopting the Interstate Compact of Educational Opportunity for Military Children, each LEA in the District is expected to make the [following accommodations](#) for children in military families to ensure timely graduation:
 - Waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency.
 - Provide an alternative means for the student to acquire the required coursework on time if a waiver is not granted.
 - Accept exit or end-of-course exams required for graduation from the sending state.
 - Ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements of the sending local education agency after all alternatives have been considered.

More information on this topic can be found [HERE](#).



CoP Session Schedule



Upcoming Topic of Discussion:

- **Scaling-Up/Finance Sustainability (June 5, 2019)**
This session will focus on scaling up community school programming and financially sustaining the community school.



Stay in Touch

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| Thank you!